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Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée

M.Ed.

Year this degree conferred — Année d'obtention de ce grade

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MAGIC CIRCLE: A VIDEOTAPE PRESENTATION AND WRITTEN VALIDATION

by

WESLYN MELVA MATHER

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

IN

COUNSELING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

SPRING, 1983

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Supervisor

.....

.....

Date Dec 30, 1982

To my husband, Dick

who

makes it matter.

ABSTRACT

The purpose of this project was to produce videotapes to be part of a total program for teacher in-service in order to study and illustrate the process, implementation and outcomes of Magic Circle as a preventive mental health program concentrating on affective development. The written material was supplementary to the whole project as it provided information for the introduction of an in-service program and reviewed additional literature. The videotapes were used for in-service, evaluations were received and the results were presented.

The literature review suggested that the affective dimension of learning must be considered along with the cognitive to meet the humanistic goals of education. The Human Development Program or Magic Circle objectives are related to these goals and the literature indicated that many of the objectives could be achieved. The literature reviewed also advocated the use of demonstration for teacher training.

Students and staff at Grace Martin Elementary participated in Magic Circle sessions during the year and for the videotaping. The purpose of the first videotape was to show Magic Circle being introduced to a group with an explanation of the rules and process. In the second videotape, different strategies for implementation were presented with Grades 3, 5 and 6 with teachers, administrators and the counselors as participants and leaders. In order to present perceived outcomes in the third videotape, a teacher and Grade 6 class

discussed the benefits of Magic Circle and the author interviewed nine teachers from various grade levels.

Once completed, the videotapes were used for teacher and counselor in-services and evaluations were made through questionnaires using a Likert scale. Respondents were asked to choose from five possible answers for each of six items to show the degree of agreement or disagreement with the statements presented.

The results indicated clearly that respondents believed the objectives of the videotapes had been met, that is, the procedures of Magic Circle were demonstrated, the purposes were clarified, strategies for implementation were demonstrated, outcomes perceived by students and teachers were presented and viewers felt encouraged and more confident to try Magic Circle. The results endorsed the videotapes as an effective in-service tool.

ACKNOWLEDGEMENTS

Appreciation is expressed to the following persons for their assistance:

My husband, Dick, for his immeasurable help and his expertise. His voice adds the tone that is essential for the production.

Dr. Donald D. Sawatzky, thesis supervisor, for his guidance and encouragement.

Dr. John G. Paterson for his interest and advice.

Dr. D. Wilson for his helpful comments.

Mrs. G. Falk for her friendship and constructive comments.

Mr. Don Ward for his time and assistance.

Thanks also to the administration and staff of Grace Martin Elementary for their participation in this project and for their support.

TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION TO THE PROJECT	1
	Statement of Purpose	4
	Problem Statement	6
	Organization of the Thesis	7
II	REVIEW OF THE LITERATURE	8
	Theoretical Background and Teacher Training	11
	Some Recent Research Findings	15
	Research Involving Other Affective Programs	18
	Related Research on the Medium of Film	19
III	PROCEDURES, CONCLUSIONS AND IMPLICATIONS	21
	Procedures	21
	Setting	21
	Videotaping Procedures	22
	Editing, Script, Narration and Music	23
	Workshop Materials	24
	Development of the Questionnaire	25
	Piloting of Videotapes	25
	Questionnaire Results	26
	Conclusion	28
	Implications	28
REFERENCES		30
APPENDIX A.	AFFECTIVE EDUCATION PROGRAMS	38
APPENDIX B.	SCRIPT	47

Page

APPENDIX C. VIDEOTAPE TRANSCRIPT OF THE INTRODUCTION AND THE PROCESS 54

APPENDIX D. VIDEOTAPE TRANSCRIPT OF OUTCOMES 62

APPENDIX E. WORKSHOP AGENDA 68

APPENDIX F. WORKSHOP HANDOUT 70

APPENDIX G. QUESTIONNAIRE 85

APPENDIX H. COMMENTS FROM QUESTIONNAIRES 87

LIST OF TABLES

Table		Page
1	Questionnaire Mean Scores	27

Chapter I

INTRODUCTION TO THE PROJECT

Many developments have occurred in the field of guidance to meet the requirements of changes in educational objectives. Bedrosian, Sara and Pearlman (1970) stated:

> In the past decade many developments have occurred in the field of guidance. Perhaps the most significant is the acceptance that guidance in the school is basically developmental and unlike remedial services that are limited to a few individuals, should be made available for the entire population. This assertion has caused schools to re-examine their guidance services and to develop new programs that are more group orientated and developmental in approach. (p. 124)

A number of programs have been developed to meet the affective objectives of education through group participation. These affective development programs include: Developing Understanding of Self and Others (Dinkmeyer, 1970), The Human Development Program: Magic Circle (Bessell and Palomares, 1970), Focus on Self Development (Anderson and Henner, 1972) and Toward Affective Development (Dupont, Gardner and Brody, 1974) (see Appendix A). The focus of this project was on the Human Development Program or Magic Circle which is designed for elementary school children. The primary reasons for choosing Magic Circle were the author's satisfaction with the results of the process over a six year period and the increasing interest in the program as witnessed by requests for teacher in-service.

Palomares and Ball (1980) defined Magic Circle as:

> A high quality communication experience, the Magic Circle is a structured environment, a safe time and place for learning about life. The content of each circle has its own area of focus. (p. 15)

The process is always the same:

1. Setting the tone;
2. Ground rules;
3. Topic is presented and a brief time to think;
4. Sharing of experiences;
5. Optional review;
6. Cognitive summary;
7. Conclusion.

In developing Magic Circle the authors of the concept were seeking a systematic way to ensure that each person be exposed, during the early years, to certain vital learnings about the human experience, so that emotional and social problems that plague many people later could be prevented. Many people are in psychotherapy whose troubles could have been prevented (Palomares and Ball, 1980).

These learnings focus on three realms or "growth" areas:

1. Awareness: To know what one is really seeing, thinking, feeling, saying and doing. Aware people are fully receptive to their inner and outer environments and therefore prepared and equipped to function responsively and responsibly in relation to themselves and others (Bessell, 1972).

2. Mastery: The development of self-confidence. Belief in one's own intrinsic worth or being and faith in the ability to learn and act competently in one's own behalf by doing lead to inner strength and growth (Palomares and Ball, 1980).

3. Social Interaction: The development of effective interpersonal relationships, as well as the realization that people's feelings and behaviors are affected by others (Palomares and Barone, 1973).

Because Magic Circle was designed to ultimately be led by classroom teachers who are not trained as psychotherapists, the model was carefully structured as a learning process, not a therapy group. The need was stressed "to guarantee as much as possible a safe, accepting environment in which circle members might explore a variety of topics relating to the human experience in a step-by-step fashion without confrontation or interpretation" (Palomares and Ball, 1980, p. 19).

Magic Circle is an experiential, yet structured training model with the following general objectives:

1. To improve each child's self concept;

2. To assist each child in understanding and becoming more aware of his own emotions;

3. To increase the child's respect for others;

4. To improve the child's skills in interpersonal relationships;

5. To aid the child in realizing that he and other people are okay in being themselves;

6. To foster the child's responsibility for his own behavior (Bessell and Palomares, 1973).

Specific objectives of the program are stated as:

1. To increase the child's ability to articulate his thoughts verbally;

2. To increase the child's ability to listen attentively to other people;

3. To increase the child's ability to reflect to people what he heard the others say;

4. To increase the child's ability to understand how thoughts, feelings and behaviors operate in people (Bessell and Palomares, 1973).

Educators perceive a need to implement affective development programs. A common concern is teacher in-service and implementation within the school. These concerns are generally a major focus for the counselor, especially in the elementary schools.

Statement of Purpose

It was the purpose of this project to produce a videotape which would be part of a total program to study and illustrate the process and outcomes of Magic Circle as a preventive mental health program concentrating on affective development. The increasing popularity of this program has been evidenced by numerous requests to the author of this thesis for in-service training and assistance in implementation within schools during the last six years. This thesis is made up of two parts. Part I consists of the videotapes demonstrating the Process, Implementation and Outcomes of Magic Circle. Part II is the written material containing background information, the literature review, procedures, evaluations and results. Part II is supplementary to the videotaped demonstrations as it provides information for the introduction of an in-service program and refers to additional reading.

Circle sessions were videotaped and the process and the implementation of Magic Circle within a school were demonstrated. The production includes segments to illustrate the introduction of Magic Circle, timetabling sessions and practical application of the process. The outcomes of the process were studied through the medium of interview on videotape with classroom teachers, administrators and students.

The final product is a videotape which provides a balanced, stimulating blend of visual, dialogue and/or narration and a handout which contains some of the theoretical background and outlines the objectives, procedures, rules, and related activities. The videotape presentation is in three segments to be used in a workshop for training teachers and counselors.

The workshop format is:

I. Magic Circle: The Theoretical Background, Rules and Process - an overview followed by Videotape I: The Magic Circle Process.

II. Discussion period followed by audience participation in circle sessions.

III. Discussion period relating to the implementation of Magic Circle within schools and followed by Videotape II: Magic Circle Implementation.

IV. An overview of objectives and perceived outcomes. Videotape III: Magic Circle Outcomes.

V. Discussion and evaluation of session.

In choosing the medium of videotape, the author was aware of the social learning theory position that observational learning is generally a more efficient learning mode. Observational learning is the basis for most things learned from other humans, such as language and social roles and norms. This is also called vicarious learning or modeling. Models can be humans or representations of humans, such as dolls or pictures (Bandura, 1967).

The videotapes demonstrate techniques, show variations in implementation and are motivational. The music used is in an effort to establish the comfortable, safe feeling of Magic Circle. The purpose of the production was to leave the audience feeling at ease with the process and confident and willing to try Magic Circle. This is an attempt to go beyond the usual material of workshops. The purpose was to motivate and generate confidence so that there would be teacher follow-through.

The conclusion of this project includes the results of evaluation questionnaires to assess the effectiveness in describing the process and implementation of Magic Circle in an elementary school. These questionnaires were given to teachers, administrators and counselors after viewing the videotapes.

Problem Statement

The problem of this investigation was to determine means to motivate teachers and to build confidence in trying the Magic Circle process with students. The impact of actual demonstrations with students at several workshops led the author to consider more feasible

means to provide such demonstrations. The need for confidence-building was established by numerous requests for the author to go back to schools which had received in-service training but required further information and assistance in implementing the process within the school. Available materials did not provide all the practical information required.

Organization of the Thesis

Following the introduction of the nature and purpose of the thesis in Chapter I, a review of the literature related to the theoretical background for Magic Circle, the implications for teachers and related research (including comparative studies of other affective programs) and research on the use of film for teacher in-service are discussed in Chapter II. Chapter III outlines procedures, results, conclusions and implications.

Chapter II

REVIEW OF THE LITERATURE

There has been an ebb and flow of movements in education, each with its own special emphasis and all ostensibly concerned with the improvement of learning. Sometimes these have focused on the child, as in the progressives-education movement under the influence of John Dewey (Brown, 1971). Prior to Dewey, the child was viewed as a passive participant, absorbing knowledge as it was presented by a teacher. With changing attitudes, the child was considered to be an active participant in learning (Myrick and Moni, 1973). At other times the emphasis has been on the subject matter, as in the area of science and mathematics during the sputnik era. Now, as educators have awakened to the fact that what has been done for students as a whole did not work for all individuals, the goal of education has changed to meet the needs of the whole child. This theme follows Dewey's injunction that education was not only preparation for life, but it was life now, that the growing child was to be respected for his present as well as his future. By reducing everything to the cognitive—the nature of the human being is misportrayed to growing young people (Foshay, 1975). New approaches began to consider the affective along with the cognitive dimension of learning to meet the humanistic goals of education (Brown, 1971).

Humanistic, psychological or confluent education is concerned with the integration of the affective and cognitive elements.

Brown (1971) states:

> To reiterate, confluent education describes a philosophy and a process of teaching and learning in which the affective domain and the cognitive domain flow together, like two streams merging into one river and are thus integrated in individual group learning. The term "affective," as we stated earlier, refers to the feeling or emotional aspect of experience and learning. And the more familiar "cognitive" refers to the activity of the mind in knowing an object—to intellectual functioning. (p. 10)

Weinstein and Fantani (1971) expressed the objectives of humanistic education with the following statement:

> Education in a free society should have a broad human focus, which is best served by educational objectives resting on a personal and interpersonal base and dealing with students' concerns. (p. 18)

Recent innovations in education emphasize this personal growth of the individual as the heart of the educational experience (Mann, 1972). Rubin (1973) suggested it is apparent that there is no way to separate a child's education from his emotional life and that once the need for conjoining thought and feeling is acknowledged, it appears that the alliance can improve not only the student's intellectual achievement but his emotional growth as well (p. 18).

Valett (1972) also stated that humanistic education is concerned with the development of the whole child, that is, his cognitive as well as his affective potential.

The humanistic approach has obvious implications for counseling and guidance. In considering the elementary school child, Dinkmeyer (1968) suggested that the child is still in the process of becoming—physically, socially, emotionally and as a total personality and there are certain developmental changes that will come about as the result of the growth process. This focus indicates the need for

developmental counseling which according to Dinkmeyer (1968), can be contrasted with adjustment or crisis counseling and is not always problem-oriented in terms of assuming that the child has some difficult problem, but focuses on helping the individual know, understand and accept himself.

Zingle (1973) suggested that in the developmental phase of guidance an attempt is made to determine a student's potential and establish a physical and emotional climate for optimum development of these potentials. He said:

> If the developmental approach is properly utilized it will automatically serve a preventive function as well as lessen the need for remedial guidance. (p. 5)

Zingle's comments support Faust (1968) who stated:

> The counselor simply translates his depth and breadth of human behavior, as well as his own personality, into the shaping of a learning climate which will free children to learn efficiently. (p. 8)

Commenting on this process, E. Levine (1973) said the aim is to establish rapport through which children are helped to grow toward a healthy sense of self in adulthood. Levine seemed to echo the sentiments of Austin O'Keefe (1971) who indicated a need for elementary schools to help children develop positive attitudes towards themselves and towards life. Noting that the elementary school is "where it's at," O'Keefe contended: "That is where the action has to be if we are to do more for young people than we have been doing" (p. 75).

Theoretical Background and Teacher Training

Palomares and Ball (1980) explained that psychotherapy patients consistently manifest certain difficulties which appear to fall into three categories (many reveal the need for therapeutic intervention in all three):

1. distortion of reality caused by lack of accurate perceptions, understanding and insights
2. inadequate, awkward interpersonal relations
3. lack of self-confidence and reduced positive self-regard.

The Human Development Program or Magic Circle theory refers to each realm as a growth area and labels them:

1. Awareness
2. Social Interaction
3. Mastery.

These areas are not regarded as independent developmental areas but as "key, interrelated hierarchical realms of human experience and growth, each with distinct characteristics" (Palomares and Ball, 1980, p. 21). Each area has two realms: experience and growth. Experience is regarded as the characteristics, resources and needs common to all humans. Growth refers to the efforts of individuals to fulfill or actualize their potential.

Palomares and Ball (1980) stated:

> The first goal of HDP is to assist people to recognize and respect their innate human characteristics, gifts and needs—the experience aspects of Awareness, Social Interaction and Mastery . . . the second goal of HDP is to assist people to actively seek knowledge, understanding and skills in each of the three theoretical areas both for personal growth and for the development of humankind. (p. 21)

In Magic Circle sessions, children have an opportunity to develop an awareness of their positive and negative feelings, positive and negative thoughts, and constructive and destructive behaviors. Palomares and Rubini (1974) referred to the "conspiracy of silence" which results in children burying their feelings and thoughts and unconsciously distorting their expressions and actions. Levine (1973) expressed the same concern:

> Part of the acculturation process in human development consists of learning to delay, suppress, repress and generally to subdue the child's natural spontaneity, emotional intensity and direct expressivity. (p. 147)

H. S. Sullivan (1953) in his psychiatry of interpersonal relations was concerned with problems of communication. When individuals are unaware of the universality of human experience, they are apt to suffer from the delusion of uniqueness (Sullivan, 1947) and erroneously believe themselves to be basically different from others and therefore less worthy.

Mastery activities are designed to enhance children's feelings about themselves and their control of the environment. Responsible competence is included in the concept of mastery.

Social interaction topics help children understand the element of causality in human relationships.

> In general, the Human Development Program helps children learn to be better listeners. They become more involved with each other and their teacher. Group cohesiveness is strengthened. Their motivation to learn increases as they experience successes. There is less absenteeism, and there are fewer discipline problems. They learn to verbalize their thoughts and feelings and to understand their behaviors. They learn the dynamics of interpersonal relationships. (Palomares and Rubini, 1974, p. 656)

Ellis and Pourchot (1980) stated that consultations and records in school districts where Magic Circle has been implemented indicate that this and other preventive mental health programs do reduce violence and vandalism and enhance the mental health responsibilities of youth involved.

> The Magic Circle program is based on the theoretical assumption that a key avenue to maintaining and enhancing mental health and well-being is through the process of verbal interaction. Because lives are complex, it is important to talk about experiences with each other and when feelings and experiences are shared at a level beyond superficiality, people come to perceive that everybody experiences all of the emotions, but that each experiences the emotions in his/her own unique way.
>
> When young people come to perceive these commonalities and differences they are led to self-understanding and self-respect. On this foundation, the Magic Circle program then assists participants to grow in understanding and respect for others and in the process to develop the concern for humanity which is necessary to become responsible members of the human family. (p. 20)

Diane Nadler (1973) described Magic Circle or the Human Development Program and its contributions in promoting awareness and self-confidence of both elementary school students and their teachers:

> The Human Development Program provides an interesting and unique method to affect the learning climate and self-concepts of an entire school population. The counselor can demonstrate and teach the program to teachers and then introduce it into their classrooms. Working through teachers and other staff members, the counselor can reach many more children than if she worked alone. (p. 107)

Nadler commented briefly on implementing a teacher training program in Magic Circle techniques. She stated that the important ingredient is the cooperation and support of the school administrator. Time must be allowed for teacher in-service and for the counselor to demonstrate the process. The counselor must be a trainer, consultant and resource person. She strongly advocated actual demonstrations

and audience participation.

Gerler (1973) explained a five step plan for orienting and involving teachers. The introduction to the workshop should assist teachers in understanding the importance of affective education. He referred to studies by Coopersmith (1959) and Wattenberg and Clifford (1962) which give supporting evidence that the cognitive area of learning can be taught more successfully if more attention is given to the affective domain. Gerler also endorsed the use of actual demonstration and teacher participation during the in-service process. Helfat (1972) agreed with this concept and also mentioned the need for modeling for classroom teachers after in-service training. She stated that demonstrations by counselors etc. help build the confidence needed by teachers to initiate the process with their students.

Samuel Henrie (1972) described HDP as an important attempt to apply in a curriculum what psychology has learned about the foundations of a healthy personality. He said HDP differs from most other programs in its field in two respects. The content of the program is the children's own experiences rather than readings or stories about other children and the method resembles modern group approaches (except for the specification of topics and controlled interaction). He stated that these differences put heavy demands on the teacher for self-awareness and for willingness and skill in establishing communication with children on emotional as well as rational levels. Another demand is for skill in stimulating and managing group process.

Some Recent Research Findings

Day and Griffin, in their research in 1980 with 187 students who participated in Magic Circle sessions daily for one year, found that the general attitude toward Magic Circle was positive. They found less enthusiasm than with participants in an earlier study which involved circle sessions twice weekly for two years. The authors suggested there may be an optimal level of exposure to the program.

Robert J. Hess and others (1978) focused a study on the determination of the effects of selected group experiences from the Human Development Program on the self-concept of sixth-grade pupils. The researchers were satisfied that the students in the study enjoyed the learning experiences sampled and that even this limited exposure to the Human Development Program created discernible movement among the Peer-Harris Self-Concept variables. The authors concluded that the Human Development Program represents a vaiable strategy for consideration as a developmental guidance tool.

Halpin, Halpin and Hartley (1972) conducted a study to determine whether guidance activities designed to promote positive feelings and behaviors towards others would bring about behavioral changes in classroom groups of children. The activities used were Developing Understanding of Self and Others and Magic Circle. Results supported the premise that behavioral change can be initiated by elementary school counselors if they know what behavior they plan to change, and have a planned procedure for doing it. They concluded that two guidance activities per week bring about greater sociometric gain than one guidance activity per week. The authors referred to Barclay's review

of numerous research studies (1966) in which is presented a logical theoretical rationale for planned intervention for the acquisition of desired social behavior by children.

Arlene Brett's study in 1978 to determine the effect of participation in Magic Circle on the intelligence and reading readiness of kindergarten children showed significantly higher scores on both the group intelligence test and reading readiness test for participants in Magic Circle as compared to the control group. The author referred to Combs (1962) to try to determine why participation in Magic Circle might have had an effect on intelligence and reading readiness scores. She concluded that the children who participated in Magic Circle may have become more psychologically adequate through this experience and therefore scored higher.

E. Levine (1973) described the implementation of the Magic Circle program at Queen's College Education Clinic to prepare students for leadership roles. Once started in the leadership roles, feedback regarding pupil cooperation and enthusiasm was very positive. Major changes noted by teachers consisted of:

a. improvements in the classroom atmosphere in dimensions of warmth, friendliness and openness
b. significant expansion of teachers' own attitudes, perceptions and interests—a greater sense of acceptance, empathy, tolerance for differences and sensitivity to the affective life of their pupils and
c. more pleasurable and productive teaching experiences. (p. 150)

Josephine Newton (1976) described a program in which nine deaf students participated in the Magic Circle program. Students met as a group with the school social worker for 15-30 minute sessions. The program focused on three main experiences: awareness, mastery of

self-confidence and responsible competence, and social interaction. Reports from the social worker, students, teachers and observer indicated results such as improved language development, increased attentiveness in the classroom and improved relationships with others.

Ronald C. Doll (1975) described a pilot instructional project in humanizing education undertaken by rural elementary schools in Cumberland County, New Jersey. The publication discusses the philosophy behind the program and the nature of the training conferences conducted for teachers and administrators, explains the curriculum and presents an analysis of the formative evaluation. Teachers chose HDP as the basis for their curriculum. The planners of the project hypothesized that the individual child's self-concept together with selected related skills of communication, can be improved by means of a humanistic program of instruction which simultaneously emphasizes the enhancement of the child's self-concept and improvement of communication skills. The planning group considered self-concept to be all the things a person believes are true about himself.

After a year's experience with the project, children revealed important differences in the way they felt about themselves and in their communication with other people. Teachers indicated that program participation enabled them to see children as "whole people" and increased their understanding of children's problems, and their consciousness of their own non-verbal behavior.

Research Involving Other Affective Programs

Studies by Gerler and Pepperman (1976) and Koval and Hales (1972) showed that the Human Development Program (Bessell and Palomares, 1970) and Developing Understanding for Self and Others (Dinkmeyer, 1970) may have positive affects on children's attitudes toward school and on children's self-concept.

Gerler (1980) felt it reasonable to expect that participants in these two programs might attend school more regularly in light of earlier findings about attitude toward school. His study examined the effect of Magic Circle and DUSO on school attendance. He concluded that children in these programs are not likely to develop the sense of self-scorn and inferiority that sometimes develops from feeling unaccepted and therefore are not inclined to avoid school. Both programs could have effects on specific behaviors of children that might lead to improved school attendance.

Medway and Smith (1978) examined a number of contemporary elementary school affective education programs. The authors reviewed the rationale underlying, characteristics of and available research on the Human Development Program (Bessell and Palomares, 1970), Developing Understanding of Self and Others (Dinkmeyer, 1970), Toward Affective Development (Dupont, Gardner and Brody, 1974) and Dimensions of Personality (Limbacher, 1969). Despite problems such as broadly stated objectives, limited field testing and poorly conducted and contradictory outcome research, several of the programs appeared to have some merit if used consistently for several months. The authors concluded that the only generalization that can be drawn is that

consistent and long term use of affective education materials (whether the Human Development Program or not) can improve students' self-concepts and attitudes toward school.

Stilwell and Barclay (1977) described a 12 week pilot phase of an affective education program in the Stuttgart School District, Arkansas. Participating in the program were 218 children, grades 2-4, and a team of 19 teachers who were given 12 weeks of in-service training designed to facilitate their use of DUSO, Human Development Program and Kohlberg's First Things—A Study of Values. The Barclay Classroom Climate Inventory (BCCI) was the primary data collection technique used to assess the program.

Pre and postmeasures of attitude toward school, self-concept and academic achievement were recorded. Although different results were obtained for the treatment and control groups, no significant differences were noted. Almost all of the subtest measures indicated improvement in the DUSO and HDP groups though not enough for statistical significance. It can be said, however, that there was a trend in the expected direction among the scores on all measures of change.

Related Research on the Medium of Film

Wayne R. Howard (1974) reviewed research regarding the use of instructional film and television. Findings established the conclusion that audiovisual products can teach and stressed the teaching potential in film.

Miller and Dollard (1941) advanced the view that in order for imitative learning to occur observers must be motivated to act, they

must be provided with an example of the desired behavior. Bandura (1971) supported this view of observational learning.

The use of television for the in-service training of teachers and other professional personnel has become a trend in the past few years. Studies indicate that objectives can be effectively attained (Reid and MacLennan, 1967).

> With the increasing need for retraining in many professions because of new developments and the need to train people for new jobs as the result of technological changes, it would appear that much more research will be needed to develop effective procedures to help individuals avoid professional obsolescence. The use of television or film may be the only practical way of carrying such training to the many who need it. (p. 17)

Reference is made by Teaching Film Custodians Incorporated in 1950 of the studies conducted at Yale University that indicate films have a positive and significant effect on learning facts. The educational effectiveness of films is reflected in an increase in knowledge and understanding (Allen and Harcleroad, 1951).

> Gains in factual information are not the only advantages claimed for films. They may be used to arouse interest to motivate an activity or to modify attitudes. (p. 71)

Sharkan and Tremba (1978) discussed the advantages of a model to demonstrate a particular skill or set of skills and support the use of videotape for feedback or for demonstrating skills to teachers. Brown and Kameen (1975) also concluded that when teachers had opportunities to observe positive techniques they increased the frequency in their classroom interactions.

Chapter III

PROCEDURES, CONCLUSIONS AND IMPLICATIONS

Procedures

Setting

Grace Martin Elementary is located in Millwoods, a new district in Edmonton, Alberta, Canada. The school was the first public school built in Millwoods (1972) and serves a large area which is a cross-section of all socio-economic levels. The school population of approximately 650 resides in single homes as well as multiple housing units. Many nationalities are represented in every class from Kindergarten to Grade 6.

Magic Circle was first introduced to the school in 1974 by the counselor. Sessions were started with various classes at all of the grade levels. Since that time Magic Circle has become an accepted technique in the school. The majority of teachers use circle sessions but according to individual styles. Some classes participate in daily circle sessions while others may only use the technique for special circumstances such as conflict management or field trips. The counselor is available as a resource person to train teachers and to help with actual classroom sessions.

The impact of the use of Magic Circle in early grades became evident in the 1981-82 school year when Magic Circle was introduced to several Grade 5 and 6 classes by the counselor at Grace Martin

Elementary. It was apparent that many of the students were familiar with the process. As these classes continued to participate in circle sessions twice weekly, teachers and the counselor initially led the sessions but student leaders were subsequently used as the groups became comfortable with the process.

After Christmas, Magic Circle was introduced to Grade 3's and 4's. After several sessions, the counselor was able to use some of the Grade 6 students as leaders with Grade 3 and 4 groups. The classroom teachers, counselor and student leaders alternated as circle session leaders so that each group had turns with each leader. This procedure enabled the entire class to have circle sessions at one time.

Videotaping Procedures

Videotaping took place in April with the assistance of students in Television Arts at Grant MacEwan College. Three students in the graduating class were able to spend one day filming at Grace Martin Elementary. The objective was to tape as many different sessions as possible so that the final product would be helpful in teacher in-service. All of the sessions were spontaneous so that the final product would be as natural as possible.

The first session was of the counselor with a group of Grade 3's. Magic Circle was introduced to the group with a brief explanation of purpose, rules and the procedures. The entire session was taped in order to demonstrate the steps or procedures.

Further taping included an entire Grade 3 class participating in circle sessions with a teacher and two Grade 6 leaders. The counselor and Grade 6 leaders were also taped discussing the purpose

of the sessions. In order to show further strategies of implementation, three groups of a Grade 5 class were taped in circle sessions with student leaders and the teacher and administrators as participants. Another strategy showed the counselor and teacher leading Grade 6 groups simultaneously.

In order to present outcomes perceived by students and teachers, groups were presented in large circle sessions.

The taping concluded with shots of the Magic Circle rules chart.

Editing, Script, Narration and Music

During June and July the author reviewed the tapes and logged the possible scenes that were relevant to the objectives described above. As the content was determined, the script was written to enhance the visual and audio of the tapes. The script underlines techniques such as reflective listening, open-ended questions and self-disclosure as they are demonstrated. In addition the script gives an overview of the rationale for the rules and procedures. After consideration of the videotape suitable for the presentation and writing the script, it seemed appropriate to divide the content into three segments: The Process, Implementation and Outcomes.

The first segment demonstrates an entire circle session, discussion of rules and the purpose of Magic Circle.

The second segment shows strategies for involving an entire class in circle sessions. The narration points out indications such as the awareness of the universality of feelings, reflective listening, acceptance and attention. The entire segment expands on the purpose

of Magic Circle.

The third segment consists of the spontaneous discussions by students and teachers in which they express their thoughts and feelings about Magic Circle. Some time is spent discussing how to timetable sessions and how the circle session process can be applied to other class experiences such as field trips.

The editing took place in July, August and September with assistance from Edmonton Public School Board Learning Resources and finally with help from Capital Cable Television Limited whose equipment is superior to that available with the school system. Initial filming was of poorer quality than anticipated because of equipment problems and the need to use students who were relatively inexperienced.

Music was added to help establish a warm and confortable tone at the introduction and end of Segments I and III.

Workshop Materials

When the final product was available to the author, charts and handouts to supplement the workshop and videotape presentations were prepared. A chart of rules and another one listing procedures are used during the presentations. The handouts include some theoretical background, the objectives, rules, procedures and sample topics for Magic Circle. Suggestions for involving the entire class are given as well as for supplementary activities. The agenda for workshops was also established.

Development of the Questionnaire

After discussion with four colleagues, a possible questionnaire was drafted. After consideration by the same colleagues, the questions were re-organized somewhat and wording was changed to present positive statements. A Likert scale was chosen as it gives values for individual reactive attitudes. The testee is required to choose from five possible answers per item and thus show his degree of agreement or disagreement with the attitudes presented. After discussion with colleagues, the author agreed to change one category labelled "indifferent" to "undecided" which appears to be less negative.

Piloting of Videotapes

On October 8 most of the staff of Grace Martin Elementary participated in a pilot study of the videotapes. The 29 staff members unanimously agreed that the questionnaires clearly communicate the author's objectives. The entire workshop format was explained before the videotapes were viewed.

The first formal presentation of the entire workshop format was on October 15, 1982 for the ATA Social Studies Conference, Rantings, Ravings and Realities. Participants were asked to complete questionnaires after the sessions.

Elementary counselors in the Edmonton Public School System agreed to participate in the evaluation process by viewing the videotapes at regional meetings during the week of October 18. The Guidance Consultant presented the videotapes and explained the workshop format and purpose to each group.

As a result of the viewing by counselors and at the provincial conference, the author received seven requests to use the videotapes for teacher in-service. To help with evaluation, the tapes were given to two of the elementary counselors to use with their staffs. Questionnaires were completed by these groups.

The 92 respondents represent a cross section of teachers and counselors. The author presented the videotapes to 49 of the respondents while the Counseling Consultant showed the tapes to 26 counselors and another counselor presented the workshop material to 17 staff members.

As a result of discussions with counselors and colleagues, the author decided to tape an introduction to the videotapes in order to explain their purpose as an in-service tool to be used by someone knowledgeable about the theoretical background, rules and procedures of Magic Circle. This taping was done during the last week of October.

Questionnaire Results

The respondents were required to choose from five possible answers per item to show the degree of agreement or disagreement with the attitudes presented: (1) Strongly Disagree, (2) Disagree, (3) Indefinite, (4) Agree, (5) Strongly Agree. Table 1 shows the mean scores for each group of respondents.

All mean scores from the four groups responding were found between 4 (Agree) and 5 (Strongly Agree). Answers for all items indicated strong support of the attitudes represented. It is clear that respondents believed the objectives of the videotapes had been met, that is: the procedures of Magic Circle were demonstrated, the

Table 1

QUESTIONNAIRE MEAN SCORES

	Mean Scores				
	Grace Martin Staff (29)	Provincial Conference (20)	Counselors (26)	Meyonohk Teachers (17)	Total Mean Scores (92)
1. Videotape I demonstrates the procedures of Magic Circle (i.e., shows the steps involved).	4.3	4.8	4.3	4.5	4.5
2. Videotape II indicates some different strategies for implementing Magic Circle in a school involving administrators, counselors and student leaders, etc.	4.6	4.5	4.2	4.5	4.4
3. Videotapes I and II help clarify the purpose of Magic Circle.	4.8	4.5	5.0	4.4	4.7
4. Videotape III presents outcomes perceived by teachers and students.	4.9	4.5	4.6	4.4	4.6
5. The videotapes will be useful for teacher in-service.	4.8	4.7	4.5	4.3	4.5
6. After viewing the videotapes I feel encouraged (more confident) to try Magic Circle.	4.8	4.7	4.1	4.4	4.5

purposes were clarified, strategies for implementation were demonstrated, outcomes perceived by students and teachers were presented and viewers of the videotapes felt encouraged and more confident to try Magic Circle. Comments by respondents (Appendix H) were very supportive of this project. Requests to use the videotapes for in-service were also very encouraging to the author.

Conclusion

Results indicated that the primary objective to produce an effective in-service tool was met. The videotapes helped to study and illustrate the process and outcomes of Magic Circle. The videotapes demonstrated techniques, showed variations in implementation and were motivational. Audience comments also indicated that the music helped to establish the safe, comfortable feeling of Magic Circle. Some participants stated that the videotapes were motivational and generated confidence for teacher follow through. The comments were most supportive of the demonstration of techniques as a learning and motivational tool.

Implications

The basic organization of the videotapes into three segments is suitable for workshop use. It also provides opportunity to use any one of the segments on its own.

The content is appropriate and successfully meets the objectives of the program. The workshop chart on procedures could have been included in the first videotape to reinforce dialogue. The

handout is a useful overview of the material in the presentation.

The narration and music supplement the final product by reinforcing and enhancing the actual interactions.

Camera techniques and the audio are weak in segments. If the author chose to do such a project again, more time would be allowed for videotaping so that there could be greater selection for editing and script purposes. Videotaping on several different occasions would probably offer greater flexibility, even different settings would be beneficial. More experienced technicians and better equipment would also enhance the final product.

Some segments could be shortened without losing purpose, thus creating a more concise presentation but the overall objective has been achieved with satisfaction. The written material provides a useful supplement of background theory and related studies that leaders may use along with the videotapes for in-service.

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APPENDICES

APPENDIX A

AFFECTIVE EDUCATION PROGRAMS

AFFECTIVE EDUCATION PROGRAMS

RESOURCE LIST

Kit Program — Grade Level

	1	2	3	4	5	6	7	8	9	10	11	12	A
1. Bread & Butterflies					▨	▨	▨	▨					
2. Building the Pieces Together	▨	▨	▨	▨	▨	▨							
3. The Centering Book	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
4. The Second Centering Book	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
5. Dimensions of Personality													
a. Now I'm Ready	▨												
b. I Can Do It		▨											
c. What About Me			▨										
d. Here I Am				▨									
e. I'm Not Alone					▨								
f. Becoming Myself						▨							
g. Search for Meaning							▨	▨	▨				
h. Search for Values										▨	▨	▨	
6. Developing Understanding of Self & Others (DUSO 1 & 2)	▨	▨	▨	▨									
7. Educating the Forgotten Half			▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
8. Exploring the Inner Space	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
9. Focus on Self-Development													
a. Awareness	▨												
b. Responding		▨	▨										
c. Involvement				▨	▨	▨							

Kit Program

Grade Level

	1	2	3	4	5	6	7	8	9	10	11	12	A
10. Got To Be Me													
11. Human Development Program													
a. Magic Circle													
b. Conflict Management													
c. Inner Change													
12. Inside-Out													
13. Lifeline Sensitivity Cards													
14. Meditating With Children													
15. 100 Ways to Enhance Self-Concepts in the Classroom													
16. Peace, Harmony, Awareness													
17. Towards Affective Development (T.A.D.)													
18. Trade-offs													
19. Transactional Analysis for Kids													
20. Transactional Analysis with Children													

1. Bread and Butterflies

The video-tapes and curriculum materials in this program are designed to help nine- to twelve-year-olds explore the relationship between their lives and the world of work. The package tends to pull together many facets of personal and career development that help young people understand who they are and what they can become.

"Contact Learning Resources for Dubbing Arrangements."

2. Developing Understanding of Self and Others (Duso-1-Duso-2)

The Duso-1 and Duso-2 kits are designed to increase self-concept, self-awareness, and improve interpersonal relationships. Well organized lessons are presented in combinations of activities and discussions that will enhance involvement and participation of students from K-4.

Psycan Ltd.
255 Consumers Road
Willowdale, Ontario
M2J 1R3

3. Dimensions of Personality

The Dimensions of Personality series is a comprehensive program, that involves activities, readings, and worksheets designed to enhance the personal development of the student. The series attempts to fit the lessons to the developmental stage of the children and ranges from K - High School.

Grade Level	
K-L	Let's Begin
Level 1	Now I'm Ready
Level 2	I Can Do It
Level 3	What About Me
Level 4	Here I Am
Level 5	I'm Not Alone
Level 6	Becoming Myself

Junior High Level Search For Meaning Kit

70 Spirit Master Activities
Cover 36 Lessons
Instructors Text Included

Senior High Level Search For Values Kit

70 Spirit Master Activities
Cover 44 Lessons
Instructors Text Included

Publisher:

The Macmillan Co. of Canada Ltd.
MacLean-Kunter Learning Materials Co.
70 Bond Street, Toronto, Ontario
M5B 1X3
Telephone: (416) 362-2651

4. Educating the Forgotten Half

A series of structured activities that are set up to deliberately increase the learning abilities of students. The activities teach students how to develop and utilize visualization, concentration, memory, and creativity in the process of living and learning applicable to people from grades 3 to adult.

Educational Media Corporation
P.O. Box 21311
Minneapolis, Minnesota
55421

5. Exploring Inner Space

Using various centering, meditating and yoga techniques, this series of lessons/activities are designed to help individuals increase their awareness and capacities in all areas of learning and living. The authors maintain that it is applicable to individuals K to Adult.

University of the Trees Press
P.O. Box 644
Boulder Creek, California 95006
Telephone: (408) 338-3855

6. Focus on Self-Development

a. Stage One: Awareness (K to Grade One)
b. Stage Two: Responding (Two to Grade Three)
c. Stage Three: Involvement (Four to Grade Six)

The activities in these kits are geared to the developmental stage of the student and evolve around such themes as feelings, family relationships, problem-solving, social relationships and the world of work. Each kit consists of a teacher guide, a handbook for counselors, story records, filmstrips and posters.

Science Research Associates
707 Gordon Baker Road
Willowdale, Ontario
M2H 2S6

7. Got To Be Me

With cards unfinished sentences, and workbooks as stimulus, the students explore various aspects of personal growth through a combination of discussion, games, role playing and writing and drawing. Can be used with students K to 3.

Canadian Distributor:

P.M.B. Industries Ltd.
1220 Ellesmere Road
Units 19-20
Scarborough, Ontario
M1P 2X5

8. Human Development Program

A comprehensive affective education program that facilitates both person and skill development through a discussion of topics relevant to the developmental stages of the students.

Magic Circle	K to Grade Six
Conflict Management	K to Grade Six
Inner Change	Junior High
Inner Change	Senior High

Edmonton Contact

Canadian Educational and Psychological Consultants
8422 - 109 Street
Edmonton, Alberta
T6G 1E2
Telephone: 433-2833

9. Inside-Out

A series of thirty 15-minute color programs (video) designed to help eight- to ten-year-olds achieve and maintain well-being. The series, which includes a teachers guide, emphasize communication skills, involvement of the learner, and interacting with others. The themes evolve around issues that are relevant to eight- to ten-year-olds.

Contact Learning Resources for dubbing arrangements.
Contact ACCESS for the guide.

10. Lifeline Sensitivity Cards

Using 46 laminated coloured cards containing "what do you do" statements, this program is intended to cultivate the kind of understanding that fosters moral development. Applicable to upper elementary and junior high students.

Canadian Distributor

P.M.B. Industries Ltd.
1220 Ellesmere Road
Units 19-20
Scarborough, Ontario
M1P 2X5

11. Meditating with Children

The lessons in this book are designed for individuals ages 3-16. Through a combination of centering, meditating discussion, physical and creative activities the children are supported in developing their learning and living potential to the utmost. The lessons are well organized and specifically developed for the classroom.

University of the Trees Press
P.O. Box 644
Boulder Creek, California
95006
Telephone: (408) 338-3855

12. 100 Ways to Enhance Self-Concept in the Classroom

In a series of 102 activities Jack Canfield (author) has identified and developed specific activities designed to enhance the self-concept of students. The grade level varies with the activity but the overall design has included K through Adult.

Canadian Distributor

Learning Resources Corporation
7594 Eads Avenue
La Jolla, California 92037

13. Peace, Harmony and Awareness

A well organized kit that teaches elementary school children how to manage stress through cassettes, posters, and discussion. A teachers guide is also included in the package.

Learning Concepts
2501 North Lamar
Austin, Texas
78705
Telephone: (512) 474-6911

14. The Centering Book

The book consists of a large variety of activities designed to relax both mind and body. In addition, activities developed to foster the creativity of individuals are also included in this book.

Prentice-Hall Inc.
Englewood Cliffs
New Jersey
07632

15. The Second Centering Book

The activities in this book are an extension of those formed in The Centering Book. In addition, there is a whole section devoted to the development of personal responsibility and the development of communication skills.

Prentice-Hall Inc.
Englewood Cliffs
New Jersey
07632

16. Towards Affective Development (T.A.D.)

A very well organized program designed to develop skills and awareness in the areas of communication, problem-solving, personal capabilities and careers. The kit, designed for students grades 3 to 6, contains a manual as well as a variety of stimulus materials

ranging from a filmstrip to career folders. Generally speaking T.A.D. is an activity centered program.

Canadian Distributor

Psycan Ltd.
255 Consumers Road
Willowdale, Ontario
M2J 1R3

17. Trade-Offs

The goal of Trade-Offs is to improve the way in which students, ages nine to thirteen think their way through economic problems. It is intended to help the children become more effective decision-makers and more responsible individuals. The program consists of fifteen 20 minute color television programs and a teachers manual.

Contact Learning Resources for dubbing arrangements.
Contact ACCESS for teachers' manual.

18. Transactional Analysis for Kids

Basically organized in such a way that programmed learning of T.A. concepts takes place among the students in grades three to six. The combination of information, discussion and testing is basic to the way each chapter in the book is taught.

Gage Education Publishing Ltd.
P.O. Box 5000
Agincourt, Ontario
M1S 3C7

19. Transactional Analysis with Children

A series of eleven lessons intended to increase staff and other awareness in daily living. The lessons are well structured and have been designed for children at the grades 3 to 6 level.

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APPENDIX B

SCRIPT

MAGIC CIRCLE: THE PROCESS, IMPLEMENTATION AND OUTCOMES

The Process

Magic Circle is a sharing experience—a sharing of feelings, thoughts and behavior in a climate of warmth and acceptance.

As part of the Human Development Program, Magic Circle focuses on the affective. It is not a panacea but it does have a great deal of value as a strategy that generates learning in the social and emotional area.

When the Human Development Program was developed, its purpose was to be an effective large-scale preventive measure to assure normal, healthy emotional growth much as a sound, balanced diet can ensure the development of children who are physically normal and healthy. It teaches children to get in touch with themselves so they can become more responsible for their choices and action. (Bessell, 1973)

The process is designed to be used by the classroom teacher. There is a concentration on listening skills and communication skills—we must learn to listen, it is not a gift.

Through the process of interaction communication skills are developed—the process of interaction is called Magic Circle. Circle sessions have purpose and structure and participants are left with a warm comfortable feeling—a contentment and a feeling of belonging.

Verbal expression is a major vehicle for the maintenance of psychological health. To foster this health Magic Circle must be a

safe place to share feelings—the rules must be followed.

After, inservice sessions to become familiar with the theoretical background and to experience the process, classroom teachers may be assisted by a counselor in presenting the process to students. Once students are familiar with Magic Circle, the classroom teacher will find it easy to continue the program without assistance.

In all sessions, after first establishing rapport and a comfortable tone, the rules must be reviewed.

After the topic has been presented, time should be given for students to think . . . During the first few sessions, leaders should be prepared to start by giving an example of their own feelings. This may help students who are nervous about participating and also serves to clarify the topic.

Once everyone has had a chance to speak, the next step is a review. This step is considered optional but it is an excellent vehicle for meeting one another's needs for giving and receiving attention and acceptance and reinforcement for listening.

The fifth step is the cognitive summary which presents an opportunity to crystallize learnings and to understand the relevance of the discussion to their daily lives.

In concluding, the leader summarizes what has been learned and thanks the students for their participation. Sometimes the topic for the next session may be mentioned.

Some students may be hesitant about speaking. Although they are encouraged to participate they are never forced—listening may be their way of participating. This can be trust building and may eventually give them the courage to risk speaking. In the meantime, they will benefit in many ways, especially in establishing awareness of the universality of feelings.

No matter what happens in a circle session, it is not a Magic Circle unless everyone has a chance to speak and everyone who takes a turn is listened to. The only way that a circle can be evaluated is by these two criteria. Thus, if only two children chose to speak, but were listened to, even if they didn't say very "deep" or "meaningful" things, the circle can be considered a success. (Bessell, 1973)

Implementation

One way of involving the entire class is through the use of student leaders.

For example, an innovation at Grace Martin Elementary has been to use older student leaders with younger classes. After discussing the focus of the session with the counselor or teacher, Grade 6 students are very capable of leading groups of Grade 3's.

The younger students enjoy the contact with the older students who in turn, experience growth in self-confidence.

It is important to understand that everyone feels, thinks and acts but does so individualistically.

Once familiar with the process, many students enjoy leading circle sessions.

Timetabling circle sessions for the entire class can be a concern. Some teachers prefer to have one group in circle session while others participate in different activities. If a counselor is available, she may be able to assist on a regular basis—administrators can be included also—not necessarily as leaders, but as participants. This gives both them and the student an unique opportunity for sharing and learning.

Reflective listening soon becomes a habit with Magic Circle participants.

Once again, the cognitive summary helps with understanding the relevance of the topic.

These students are in circle sessions with their teachers and counselor as leaders.

The most important factor in the success of the program is the process by which the group leader manages the Magic Circle. As a leader, an underlying assumption is that you are caring and warm and accepting and willing to reveal that you are human. Self-disclosure can be very trust building.

Once again, an awareness of the universality of feelings becomes evident.

Magic Circle rules help to guarantee as much as possible, a safe accepting environment in which circle members might explore a variety of topics relating to the human experience in a step-by-step fashion without confrontation or interpretation.

When the threat that one's comments might be ignored, criticized, interpreted or probed is replaced with attention and acceptance, one eventually develops trust and becomes willing to risk being oneself with others. (Palomares & Ball, 1980)

Outcomes

Children often demonstrate growth through actions and words. Comments here indicate that Magic Circle objectives to: help them understand themselves and each other, to become integrated and effective individuals are being realized.

Teachers often express satisfaction in their experiences with circle sessions.

Students generally regard Magic Circle as a privilege and are anxious to have regular sessions.

Magic Circle can be an exciting and special experience for all participants once trust is established. Then conditions will promote the development of empathy and eliminate the fear that safety or

esteem needs will be violated. Thus, grounds for growth will be established.

The Human Development Program is a preventive model to help individuals to get in touch with their own feelings and to communicate effectively with others. Active and reflective listening skills are learned by the students in the circle. Repeating and paraphrasing another's feelings, comparing similarities and differences, and reviewing new awarenesses, all help children to feel listened to, accepted and validated. Unfortunately, these feelings do not evolve naturally in everyday life. They emerge when people practise communication skills and Magic Circle is a model which meets this urgent need. (Bessell & Palomares, 1970)

APPENDIX C

VIDEOTAPE TRANSCRIPT OF THE INTRODUCTION AND THE PROCESS

VIDEOTAPE TRANSCRIPT OF THE INTRODUCTION AND THE PROCESS

Introduction

"Hello, I'm Weslyn Mather. My objective in producing the following program was to create a package that would become an effective in-service tool to be used with a leader who is knowledgeable in the background theory of Magic Circle, the steps of the procedure and who can answer your questions.

The program consists of three parts. One part demonstrates the process, the second part focuses on strategies for implementing Magic Circle with your whole class. (It should be noted in this part that individual conversations are not an important consideration.) The third part focuses on outcomes as perceived by students and teachers. I hope you will find the program informative as well as enjoyable.

The Process

Narrator: Magic Circle is a sharing experience . . . without assistance.

"Thanks for coming. I've been looking forward to meeting with you. It's been a while since I saw some of you. I recognize some faces from another year. We're going to be starting Magic Circle in your class. That's why I've got just one group from your class. I'll meet with the other groups later today and for a few weeks I'll meet with you twice a week to get you started in circle sessions and then your classroom teacher will take over from then on. So, I'm really delighted to have you.

I'm wondering how many of you have had circle sessions before? Three of you—great—you're going to be able to help me this morning to explain to the others what Magic Circle is all about, I'm sure.

Okay, let's see, where will I start? First of all, Magic Circle—obviously we're going to be sitting in a circle talking, just the way we are now, or the way I am now. During our sessions we're going to learn about our own feelings, our own thoughts and our own behavior. We're also going to learn about other peoples' feelings, thoughts and behavior. I think you'll learn that in lots of ways people are alike and in some ways they are also different.

When we have circle sessions we'll all get a chance to talk about something and then we'll do a review and I'll ask you to tell us what somebody else said. So, besides talking, listening is very important, you'll become really good listeners.

Okay, now there are some rules that make Magic Circle very special and that make Magic Circle work. I want to take a look at these rules with you and this is where you three who have had circle sessions before can probably help me out."

Narrator: In all sessions . . . must be reviewed.

"Our first rule is that everyone listens, just the way you are now. I'm really pleased with how well you're listening.

The second rule is everybody has a turn to speak if you wish—you don't have to take a turn but everybody gets a chance if they wish.

Third rule—no gossiping, now I wonder what that means? Can any of you help me? Logan?"

"It's kind of like saying something bad about somebody that they don't want you to say."

"Okay, talking about somebody else, especially in a bad way. I think you have an idea of what gossiping is about. Then the things we say in a circle session too, you wouldn't gossip about afterwards, okay? So gossiping is when we're in circle session we don't talk about other people in a negative or bad way or when we leave circle sessions we don't talk about people in the circle session in a bad way.

No tattletales, I think you all know what that means. Okay? No interrupting. Do you know what that means? No problems there? What about this one—no put downs. I think I'm going to need some help there. Tammy?"

"When you say something bad about someone else, like if I was here and I said something that didn't make Rosalyn feel happy about, I'd be making her sad and that's a putdown."

"Okay, when we say or do something that makes somebody feel badly or sad that's a putdown. Thank you Tammy.

And the last one is everybody has his own space, once we're in our circle session we don't move around. Just the way you're sitting so nicely right now.

Do you seem to understand those rules? Okay. Now, Mrs. Walker is going to have the same rules in the classroom for all day long, not just for circle sessions. These are pretty good rules I think for most of the day, would you agree with that? Okay. These rules will be very important to make our circle sessions work.

Our topic today is going to be dealing with feelings. I think you probably know that all of us have feelings. We all have comfortable feelings and we all have uncomfortable feelings. Now, comfortable

feelings are feelings like happy, excited, surprised, enthusiastic—all kinds of good feelings like that. What I'd like to do today is talk about something that gives me a pleasant feeling or a good feeling. Can you all think for just a moment about something that gives you a good feeling?"

Narrator: After . . . clarify the topic.

"Got some ideas? Okay. I'd like to start first just to give you an example. Something that gives me a good feeling is when somebody smiles. I get a nice warm feeling and that's a pleasant feeling. Okay. There's an example for you. I see lots of nice smiles here today—that's giving me good feelings. Somebody else now. Give us an idea of something that gives you a good feeling. Logan?"

"Uhm, like I was at my babysitter's and uhm, I wasn't doing anything right. Like I went to get something and there wasn't time to get it or I couldn't, I wasn't allowed or something but then uhm, my babysitter's friend got locked out of their house and couldn't get in. So I crawled in the window and uhm opened the door for them and I felt really helpful."

"And that was a good feeling for you. Things were going wrong for you but then you had a chance to help somebody and that made you feel good, helpful. Okay, thanks for sharing that. Anybody else? Tammy how about you?"

"When I go to my cousins' I find out sometimes that my very best cousin, Johnny is really excited waiting there for me because he appreciates how I help him out with things that he doesn't understand and things like he hasn't learned in school but I have. And so I feel like—helpful because I could help him build the top of an igloo and lots of things with him and he really appreciates this when I come back."

"So you get a really good feeling by helping too. Okay, thank you very much, Tammy. Anybody else? Karen?"

"Uhm, I get a good feeling when like, when I'm a few years younger than I am now and my parents . . . I want to do something badly and my parents—they say I have to wait until I'm a few years older when I can do that. And then when I'm a few years older and I get a chance to do what I want to do I feel proud of myself because I'm old enough to do what I want to do."

"Okay, so there's another pleasant or good feeling. We've had helpful and now proud. Thanks for sharing that Karen. Okay, Katherine, have you got a good feeling you can tell us about?"

"Whenever my tooth comes out and in the night I put it under my pillow and in the morning I find a dollar under my pillow and I feel lucky."

"Okay, and that's a good feeling isn't it, a lucky feeling. Thanks for sharing that. Who else can tell us about a good feeling? Alison?—we'll go with you."

"Uhm, like when our friends, our neighbors they go to Grand Prairie in the summertime uhm, I get to feed their rabbit his water and his pellets and I feel helpful."

"Uhm, my good feeling is that in November I'm going to get a brother or sister and I feel—like I feel excited."

"Excited about that, okay. Thanks for telling us about that. Anthony, did you have something to say?"

"Uhm, on my birthday which is in May, I'm getting an Atari cartridge and my Dad's friend is going to Mexico and he's going to check to see if there's Pac Man there."

"Okay, and that would be for you?"

"Excited."

"An excited feeling, okay thanks for telling us about that."

Narrator: Once everyone . . . listening.

"Now is the review part I was tell you about where I want to see if you can tell us what somebody else said gives them a good feeling. If you can remember, maybe you can even tell us what kind of feeling they said they were experiencing. Bobby?"

"Nicole said she was going to get a bicycle when the snow goes away and she feels excited."

"Pretty close, Nicole? Okay, good listening, Bobby, thank you. Karen?"

"Logan said that one time he was at a babysitter's house and that same day he wasn't doing anything right. And then the babysitter's friends were locked out of the house and so he climbed through the window and opened the door and he felt helpful."

"He felt helpful. Okay, that's really good listening too. Nicole?"

"Katherine said that when she loses a tooth she puts it under her pillow and the next morning she finds a dollar and she feels lucky."

"Good listening, thank you. Alright, anybody else who can tell us what someone else said? We've got Tammy. Who can remember what Tammy said? Rosalyn?"

"Tammy said when she goes to her cousin Johnny's, she felt uh . . . I forgot."

"You're on the right track, I think. How did her cousin feel when she was coming, do you remember?"

"He feeled happy when she helped him with everything and she felt happy."

"Happy and—helpful, I think she used that word too. Is that right, Tammy? Okay. Thanks Rosalyn. Logan?"

"Anthony said that when, on his birthday that's in May he's going to get an Atari cartridge and uh his friends are going to go to Mexico and see if they can get Pac Man."

"And how does he feel about that? Can you remember what word he used?"

"Uhm, excited."

"Excited, is that right, Anthony?"

"Uhm, uhm."

"Okay, good listening. Nicole?"

"Karen said that when she wants to do something and she's not old enough uh . . . but when she gets old enough and she is allowed to do it, she feels happy."

"Okay, and I think Karen used another word that nobody else used. Can anybody remember what she said? Bobby?"

"Proud."

"Proud, she has a proud feeling because she can finally do something that she's been waiting to do. Now, who can remember what I said? I started . . . can any of you remember? Alison?"

"When somebody smiles it gives you a warm, comfortable feeling."

"Good listening. Okay, you've done very well."

Narrator: The fifth step is . . . lives.

"Now, we've just got a few minutes left, but I'm wondering, can you think of anything that somebody else said that was kind of the same as somebody else's—any similarities? Katherine?"

"Logan's and Tommy's and Alison's because they were both being helpful."

"They were all being helpful, okay, helpful feelings, and those are good feelings, aren't they? Bobby?"

"Anthony and Nicole because they're feeling excited."

"They're feeling excited about something that is going to happen. Okay, I think maybe we could include Rosalyn in that too. She's thinking about something that's going to happen in November and has excited feelings. Alright, Logan?"

"I think Anthony, Nicole's, Karen's and Rosalyn's because they're all excited about something that's going to happen."

"I was proud."

"Okay. But Karen's was different because she said she felt proud of something she was able to do—maybe she'd feel excited that she could do it too—that's a good point. Alright, is there anything that you could say that somebody said that was really different? We're all talking about good feelings. Did anyone have one that was really kind of different? Karen?"

"I think I did."

"Yours was probably the most different—you said a proud feeling about being able to do something. Okay, that's what a Magic Circle session is like boys and girls and you've done very well. I'm really impressed with how you were able to listen and how you did the review. Can you tell me what you think we might have learned in our session today? What do you think the session was trying to teach us? Katherine?"

"That everyone has good feelings and bad feelings."

"Okay, that we all have good feelings. Is there anything else that you can tell me that we learned? Logan, did you have your hand up?"

"Yeah, I think that we learned today that we have good feelings and they aren't all bad feelings. Lots of them are good feelings."

"Lots of our feelings are good feelings and today we all talked about something that gives us good feelings. Did we all say the same thing? No. Different things give us good feelings and we all do have good feelings sometimes."

Narrator: In concluding . . . mentioned.

"What did you think of Magic Circle? Is it going to be okay? Katherine?"

"Yeah, it's going to be good."

"Tammy?"

"It's going to be fun."

"And Karen?"

"I think it's going to be nice to hear what other people have to say."

Narrator: Some students . . . considered a success.

APPENDIX D

VIDEOTAPE TRANSCRIPT OF OUTCOMES

VIDEOTAPE TRANSCRIPT OF OUTCOMES

Narrator: Children often . . . realized.

"You can express your feelings and you can listen to other people's feelings on some topics. You can listen to their feelings and then you can express your feelings too."

"You can share other people's feelings."

"What do you mean, share other people's feelings?"

"Like, you know, when someone's talking you can sort of get their feeling—like how they felt."

"Inside of you—good point. Troy?"

"Sometimes you can bring up stuff in Magic Circle that you can't bring up in other places."

"Anita?"

"Well, you can find out if they're happy or sad."

"Percy?"

"You get an idea of other people's point of view. It's a time for sharing feelings, sometimes, you know, the topics—some of the topics can drag and some can be really good."

"Good point. Laurie?"

"You can find out from other people what kind of people they really are inside."

"You learn more about your friends."

"I get a good feeling because you're able to express your feelings."

"Well you can understand how people feel at times and sometimes other people won't listen to us—they say they're too busy, or they're going out walking with their friends or something and don't want to talk to you and won't listen. Sometimes this is the only place they'll listen to you."

"So after a Magic Circle session you feel that you've been listened to. Uhm, uhm—any other things about Magic Circle? Jay?"

"Some days when you're down in the dumps and you go to Magic Circle and you don't feel that bad like, after. Because then you tell what's

wrong and why you are down and that you are feeling bad and all that."

"There's some really good points. Rick?"

"Well, Magic Circle is like a session of trust because you can say things and trust people not to tell others about it."

"Some really good points. One more, Cathy?"

"You can say things at Magic Circle that you wouldn't normally say someplace else like at home or something to your parents."

"Barb."

"Well, I feel I've gained quite a bit. I used to be kind of shy in certain things. Like when I first came here, I didn't use to talk much and everything. Now, I feel I can trust everybody here and I can tell them anything and they won't go gossiping it all around."

"So, it gives you a comfortable feeling then. Darrin?"

"In a group I've gained confidence in myself. Like, I know I can trust what I say—you know—say what I mean, you know."

"Uhm, uhm. Thank you. Doug?"

"I feel like I've gained more friends since I've been in this group because I've been more conscious of myself—the way I act toward my friends. So, I think I've gained more than I had before—sometimes I've lost some and I've gained some."

"Charlene?"

"I found I could express myself better, I could talk better. Before, I use to have trouble saying words, well, not saying words but finding words that make sense—to show that you're feeling the same things that you're saying. I couldn't find words to say things like that until I came to this Magic Circle. So now I can express myself better."

"I'll remember it as a fun group. Like, I've gained lots of things like confidence. I use to think of some people when I never knew how they really were you know. By the way they acted, I didn't really like them. And then they came here and I found out how they were down inside. And well, okay—so now they're good friends of mine."

"I've got to know my friends better in Magic Circle—Like I got to know how they are with their feelings, plus how they are now. And I find if they're telling me something and I can think—well, that's like what they said in Magic Circle. And it makes it more interesting to find out that there are things about them that are the same as a

long time ago about themselves. It's nice to learn about different people . . . I couldn't live without people!"

Narrator: Teachers . . . sessions.

"Well, having never seen Magic Circle in operation, I was a little leery about it. And then Wes, our school counselor, approached me and said she'd like to take some of my kids for circle sessions. So you took small groups and I was left with the rest of the class to do whatever. And upon seeing the enthusiasm of the kids, I thought I should try it myself. And then—eventually with your help and guidance, I got on to it and really enjoyed it."

"Okay. So, you found that the students kind of sold it to you, then?"

"Definitely."

"Uhm, how can you timetable it, do you think? How can you justify it in terms of curriculum?"

"I've always put it as part of my Language Arts curriculum with the communication skills it brings out. But, it fits in really well with the Health curriculum and also Social Studies in the communication aspect of it."

"It's definitely very good for helping kids learn to develop vocabulary and use it. It's the chance they get to use it in a more or less formal setting where they wouldn't go around screaming this vocabulary or ideas on the playground. It's good for developing a completed communication."

"Well, one of the things I've noticed is that in small groups we always emphasize that people should always take a turn and try to say something. If the kids that are really shy learn to speak in the small groups, then in the large groups they'll respond more verbally."

"So, that sounds like it's self-confidence building then. Okay. Thanks. Anything else that you've learned?"

"I find that with the kids that I have, Special Ed. kids, there's a real tendency for them to get themselves into a lot of problems with other kids. Not only in the school but with each other. And the kinds of strategies that they use, if nothing else, they're starting to think about uhm, about the problems as they come up. And—not just jumping in with both feet without realizing the kinds of consequences they'll run into."

"I find it very good for developing discussion skills and listening skills, as well and uhm . . . I feel that there's a really good carry over into all the subjects in the thinking skills. And—I also

appreciate it just because it has a real calming effect on the children in their interacting, learning to take turns . . ."

"Okay, thank you."

"I've noticed the calming effect myself too, especially since it carries over into other subject areas. Quite often when we haven't had Magic Circle for some time, one or two of the kids will ask when we are going to have it—and I'll have to make a break in some plan that was going that day. But, it's obviously worthwhile because it really serves to settle down a lot of little hyper cliques that seem to go on in the classroom every once in a while."

"For me, uhm—there's the magic situation where it just, it happens—and for me it's so special and—It makes me think of a time when the topic was What I Like to Daydream About. And this one student that really participated in Magic Circle said he likes to daydream about mountain climbing. And, I thought well, that was a pretty neat daydream. Why? Why do you daydream about mountain climbing? He said, "Well, I use it whenever I'm having trouble getting my work done. And climbing this mountain I get a feeling of determination as I'm climbing the mountain. And, I come out of my daydream and go right into my work and I still have the feeling of determination and I can continue my work and do it better."

"I think we all experience those moments of true wisdom or insight that come from the kids and are truly sophisticated I think, and delightful."

"There's an awful lot of things that kids think about and feel that I'm not always aware of. A number of the circle sessions I have are kind of an outcome or extension of something that's happened in the classroom. Uhm, some kind of conflict has come up. And when the kids start to talk about the situation, how they're handling it and how they're feeling about it, you begin to get some really interesting insights into their background and how they feel about school—how they feel about the people they have to work with and how they feel about the situation that they're in. And those kind of insights, I find are very useful to be able to deal with kids when they have other kinds of problems, academic or other problems that relate to the school situation."

"Can you tell me, is there any other way that you can use the process besides in circle sessions?"

"We had one experience at an outdoor education program where the kids were given a kind of open-ended activity on something they had never done before and it was set to them in a game situation but no rules attached. They sort of had to make rules and plan the whole morning as it went along and—it was a flop. And it was a really bad situation. The instructor at the center expressed his feelings, that he was really so disappointed in the morning's activities—the way the

kids acted, responded to one another, didn't respond to one another. He just didn't feel like going on with the afternoon and how did they all feel about it? And I suggested that since he opened up a feeling topic maybe we could handle it in a large group like a Magic Circle.

They explained to him the rules of Magic Circle, the setting of Magic Circle and the purposes of Magic Circle. Then they discussed the problem. The afternoon—it was like I had a different batch of kids, it was an incredible experience for them to teach somebody else about Magic Circle, then do it and solve the problem."

"So, it was used to solve a particular conflict or problem."

"Yes, as well as to teach somebody else the value of it."

Narrator: Students generally . . . regular sessions.

"They're very enthusiastic and just can't wait for Wednesdays when they have their little time to express themselves."

"Okay, that's a grade 3 group just starting. Others of you have had groups going on for a long time. Do you see that enthusiasm waning at all?"

"No. They always remind me when it's Magic Circle time."

"They never let me forget."

"Good, I like to hear that. Thanks very much."

Narrator: Magic Circle can be . . . meets this urgent need.

APPENDIX E

WORKSHOP AGENDA

WORKSHOP AGENDA

W. Mather

I. Magic Circle: The Theoretical Background, Rules and Process—an overview followed by Videotape I: The Magic Circle Process.

II. Discussion period followed by audience participation in circle sessions.

III. Discussion period relating to the implementation of Magic Circle within schools and followed by Videotape II.

IV. An overview of objectives and perceived outcomes.
Videotape III: Magic Circle Outcomes.

V. Discussion and evaluation of session.

Pages 70-84 have been removed due to lack of availability of copyright permission. Information on these pages contained a brief overview of Magic Circle or the Human Development Program as explained in activity guides and theory manuals written by the authors of the program, G. M. Ball, H. Bessell and U. Palomares.

APPENDIX G

QUESTIONNAIRE

MAGIC CIRCLE: THE PROCESS, THE IMPLEMENTATION AND OUTCOMES

A VIDEOTAPED DEMONSTRATION

Questionnaire	Strongly Disagree	Disagree	Indefinite	Agree	Strongly Agree
Please circle the appropriate rating.					
1. Videotape I demonstrates the procedures of Magic Circle (i.e. show the steps involved).	1	2	3	4	5
2. Videotape II indicates some different strategies for implementing Magic Circle in a school involving administrators, counselors and student leaders, etc.	1	2	3	4	5
3. Videotape I and II help clarify the purposes of Magic Circle.	1	2	3	4	5
4. Videotape III presents outcomes perceived by teachers and students.	1	2	3	4	5
5. The videotapes will be helpful for teacher in-service.	1	2	3	4	5
6. After viewing the videotapes I feel encouraged (more confident) to try Magic Circle.	1	2	3	4	5

COMMENTS:

APPENDIX H

COMMENTS FROM QUESTIONNAIRES

TEACHER COMMENTS

Music used in introduction is catchy and excellent. Audio clarity varies.

Younger children are very impressive in listening to one another—perhaps we can't aspire to this level right away.

A great insight into Magic Circle. Handout was very explanatory as well. List of topics could be included.

I really enjoyed the narration and the music.

Very well done. Narration was very well done.

The rules listed in the classroom were not focused on enough.

I'm eager to try Magic Circle this year but I'm still a little nervous about dividing my class into 3 groups.

Thanks for sharing your research. It's great to have a review of the steps once again, Magic Circle is an integral part of all my classes.

It's important for a competent adult to be present when showing these videotapes.

I enjoyed the tapes very much. They were a source of reinforcement and review. We so seldom have the opportunity to see Magic Circle used with other classes.

Very ambitious project.

COUNSELOR COMMENTS

While the tapes certainly show the purposes and the Magic Circle process, the level of expressive language might lead teachers in lower socio-economic areas to think the program was beyond their students.

The quality could turn some people off—might be intimidating to the uninitiated.

The commentary was extremely well presented and well expressed. I thought it brought out some very important points about the procedure, the purpose and the outcomes which become more vivid when seen in action.

I believe the video series would give many teachers the confidence to attempt the implementation in their classrooms. The second and third sections provide a variety of experience by many leaders, dispelling the idea that expertise is required from the beginning.

Excellent—ideas and methods presented were very clear and easy to understand. I'm certain many people would be very willing to try this because of the video—expecially when teachers using it in a certain school comment on the benefits.

Overall very useful and good videotapes. The narration on purpose and process is most useful. It would be helpful for teachers with behavior problems to see how you would deal with a student who disrupts.

Excellent presentation! I would feel very comfortable doing an inservice with my staff using the videos as a tool.

I feel the videotapes would be valuable adjuncts to an inservice on Magic Circle and would be very pleased to be able to use them with my schools!

Excellent—it was real.

This tape would do so much more than asking over and over if teachers would like to try Magic Circle. A picture says a thousand words!

PROVINCIAL CONFERENCE AUDIENCE COMMENTS

Enjoyable, well presented and interesting.

Excellent demonstration of process. Provides examples of modelling to help teachers learn "reflective listening". The leader is sensitive, empathetic and skilled.

Liked them all but especially #2—it's given me some practical ideas.

The whole workshop was excellent!

Excellent presentation.

Thank you for a very interesting presentation. The Magic Circle idea makes me look forward to returning to the classroom on Monday.

Very good presentation. I was not familiar with Magic Circle at all. Very encouraging to me.

Well organized. Most enjoyable. Your enthusiasm is catchy! Thanks!

I am very impressed with the program and the way that you have implemented it.

I have thoroughly enjoyed the session and feel very comfortable with this process as a means of enhancing the child's self-concept.

Appreciated hearing comments from you in that you know Magic Circle "works".

I feel this will be helpful in teaching self-discipline within the group.

A very enlightening method and effective tool for getting students to communicate more effectively.

This was a big help to me. I like the videotape idea—a demonstration makes this real. Yes I'm going to try—you've given me the "courage to risk"!

Videotape II does as stated in question 2 but I found myself frustrated by all the sound. I wasn't sure what I was to hear. I could see the strategies. I particularly enjoyed the narrative, then seeing it demonstrated by the children. It put things into a field of clarity that wasn't part of my understanding of Magic Circle previously.

I was very impressed with the content and presentation.

I feel that the tapes were very clear in explaining and demonstrating Magic Circle. The audio was disappointing sometimes. The closeups of the kids were terrific and the music was super.

The commentary did an excellent job of clarifying the procedures and process of the Magic Circle. You did a fine job of the video—very helpful to those not familiar with Magic Circle as well as those who are.

GRACE MARTIN STAFF COMMENTS

The questionnaire was specific and clear.

Excellent presentation. The entire demonstration explains so clearly the purpose, implementation and positive effects of circle sessions. I was impressed by the manner and style used by the demonstrating counselor. She appears to immediately establish a comfortable trust level, recognizing that some of the students have difficulty expressing their feelings. Her method of response always showed appreciation for thoughts as they were shared and she never probed.

This videotaped demonstration is a valuable method of instruction.

The videotapes provide an accurate and interesting concept of the Magic Circle process. I am always impressed by the thoughtful responses of the students. I would definitely feel encouraged to initiate a Magic Circle after viewing the tapes.

I have never participated in Magic Circle and this illustrates the concept and purpose very clearly.

Suggestion: Apply for funding to get this done professionally (camera work and sound).

I thought the teachers' comments were really interesting.

I can appreciate how valuable Magic Circle is for the kids after seeing your tapes. Thanks.

I feel that I still lack confidence in trying it out myself for the simple fact that you have to be "a good leader" to lead such discussion. I am a very shy person and I know I would feel uncomfortable doing that.

I enjoyed the videotapes. I have never done Magic Circle but after viewing the videos I feel motivated to do so. The music was very well chosen.

I feel the videotapes would be good for an inservice but it is even more meaningful to watch an actual session and "feel" the reality of it.

I thought the points stressed on trust and listening were well handled.

An excellent presentation! I thought tapes I and III more clearly presented the material you wished to cover. Tape II was more repetitive in the situations covered.

A good insight!

The videotapes capture exactly the way Magic Circle is. The carry over into other events is something I would like to study further and try to implement more often.

I found the tapes exciting. Would need assurance that student leaders could handle it skillfully.

I feel like doing Magic Circle this afternoon—good feeling—super job. Music is excellent—some of the camera work perhaps is not as good as it should be.

Excellent!

Super presentation.

Content was excellent, some areas were a little long but the interactions were delightful.